



Preventing Extremism and Anti-Radicalisation Policy

This is a Trust-Wide Policy
which applies to all the schools within the Trust

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Owner of Policy: **The chair of the
Trust's
Safeguarding
Group**

Authorised By: **Education
Committee
Trust Board**

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Distribution: **All Staff**

PREVENTING EXTREMISM & ANTI-RADICALISATION POLICY

The vision of Bright Futures Educational Trust is to create a world class education to enable every young person to reach their full potential, and in particular, their full academic potential.

This policy draws upon the guidance contained in DfE Guidance “Keeping Pupils Safe in Education 2015, Working Together to Safeguard Children 2015, Prevent Duty 2011, Counter Terrorism and Security Act 2015, Peter Clark’s Report of 2014 and Promoting British Values November 2014.

What is the Policy for?

Bright Futures Education Trust is fully committed to safeguarding and promoting the welfare of all its pupils/students. As a Trust we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

Who is the Policy for?

The policy applies to all staff employed by the educational establishments which form part of Bright Futures Educational Trust (BFET), as well as members of the Local Governing Bodies of those establishments, Trust Head Office staff, Members and Directors and any consultants undertaking work on behalf of the Trust.

Policy Standards

General Principles

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The main objectives are:-

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and will follow the policy when issues arise.
- All parents and pupils/students will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective

Definitions

Radicalisation refers to the process by which a person comes to support terrorism and forms of terrorism leading to terrorism

Extremism is defined by the Government in the Prevent Strategy as:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

Extremism is defined by the Crown Prosecution Service as:

“The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK. “

Indicators

There are a number of behaviours which may indicate a child / young person is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming more centered on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

Procedure for referrals

- Concerns should always be referred to the Academy’s DSP, or in their absence to their deputy or the Academy Principal.

- We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.
- The DSP in each Academy will deal swiftly with any referrals made by staff or with concerns reported by staff.
- All referrals will need to be in writing, however in the first instance they may be verbally shared with the Academy DSP. Referrals will be logged.
- The Academy Principal / Head Teacher and the DSP will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix A – Preventing Extremism flowchart.)

The role of the curriculum

The Ofsted expectation is that from early years right through to post-16, schools will be actively preparing pupils/students for life in modern Britain and will show vigilance in identifying any signs that British Values are being undermined. The behaviour and safety aspects of the Ofsted Framework require schools to alert to specific cultural practices which are unlawful in Britain, such as Forced Marriage and Female Genital Mutilation. There is also a clear message that schools must increase their efforts to tackle discriminatory and derogatory language, particularly in relation to that which is homophobic, bi-phobic or transphobic in nature.

Our Academy curricula promote respect, tolerance and diversity. Pupils/ students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. SMSC is delivered across the curriculum, it is supported by assemblies and underpins the ethos of our Academies.

It is recognised that pupil/students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupil/students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Pupils/students are regularly taught about how to stay safe when using the Internet.

Staff Training

Each Academy will deliver in-house training on Safeguarding and Child Protection. It will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

Through the provision of CPD opportunities in our Academies, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on, and are aware of how we can provide support as a school to ensure that our children/young people are resilient and able to

resist involvement in radical or extreme activities. Training has been provided in this area, in several of our Academies, by The Regional Channel Team.

The Designated Senior Person will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications.

Roles and Responsibilities

- Each Academy has a Designated Senior Person (DSP) for Child Protection, who works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.
- The Designated Person is the focus person and local 'expert' for Academy staff, and others, who may have concerns about an individual child's / student's safety or well-being and is the first point of contact for external agencies.

The DSP is responsible for:-

- Raising awareness within the Academy about safeguarding processes relating to protecting pupils/students from radicalisation and involvement in terrorism;
- Raising awareness within the Academy about the roles and responsibilities within the Academy in relation to protecting pupils /students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the Academy for case discussions relating to pupils/students who may be at risk of radicalisation and involvement in terrorism;
- Collating the relevant information and referrals of vulnerable students;
- Sharing any relevant additional information in a timely and professional manner.

In line with the Education Commissioner, Peter Clarke's report (2014), the role of the Designated Senior Person will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counterterrorism strategy

Further Information

Links to other Policies

- Child Protection And Safeguarding
- Anti Bullying Policy
- Equality Policy
- Whistle blowing
- Managing Allegations against staff/volunteers

Each Academy within the Trust will have written specific procedures for highlighting, recording and dealing with pupils/students who are a cause for concern.

APPENDIX A Preventing Extremism Flowchart

